



*Discovering the Story:
A City and Its Culture*

Create Your Own Bedstead

An Art Enrichment Activity
for Grades 4-8

Based on *Bedstead*

by Benn Pitman, Adelaide Nourse
Pitman and Elizabeth Nourse

Benn Pitman (1822-1910), designer; Adelaide Nourse Pitman (1859-93), carver; and Elizabeth Nourse (1859-1938), painter
Bedstead, c. 1882-83

Gift of Mary Jane Hamilton in memory of her mother Mary Luella Hamilton, made possible through Rita S. Hudepohl, Guardian, 1994.61

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Objectives..... 3

Teacher Preparation..... 3

 Materials..... 3

 Brainstorming..... 3

 Procedure..... 3

 Discussion/Preparation for Videoconference..... 4

Academic Content Standards..... 5

 National Standards: Visual Arts..... 5

 Ohio Standards: Visual Arts..... 7

OBJECTIVES

- Students will create a bed that takes inspiration from the style of the Benn Pitman *Bedstead*, relates to their subject area lesson, and incorporates their own interests and ideas.
- Students will have the opportunity to share their projects with members of the Cincinnati Art Museum staff during the videoconference.

TEACHER PREPARATION

MATERIALS

- 16 oz. cardboard cereal box (one per student) see photo at http://www.discoveringthestory.org/goldenage/images/4-8_box.jpg
- Cardboard headboard and footboard (cut from [template](#))
- Cardboard scraps for applying texture to the bed
- Glue
- Other adhesives such as tape or hot glue (optional)
- Scissors
- Markers
- Fabric scraps for bedding

BRAINSTORMING

Take a few minutes to ask questions to help students generate ideas. Write their answers on a chalkboard or large piece of paper. Sample questions: What helps make the Benn Pitman *Bedstead* interesting? What are some of your favorite details on it? What are some of your favorite things or activities in your own life? How could you translate these interests into a model bed?

PROCEDURE

Teacher will:

- Carefully tear cardboard cereal box apart, [opening at seams](#).
- Turn the opened [box inside out](#) and glue or tape back together.
- Glue or tape the cardboard headboard and footboard to the ends of the box. [Decorate the bed](#) with scraps of cardboard, markers, and fabric scraps. Consider how the hands-on project can relate back to the subject area lesson.

DISCUSSION/PREPARATION FOR VIDEOCONFERENCE

Have students display their art on a group of tables. Ask a few students to talk about their beds; ask why they made certain choices. What did they discover? Did the project make them think about the Pitman *Bedstead* differently? If so, how? Ask them to come up with questions they would like to ask someone at the Cincinnati Art Museum about the *Bedstead* during the [videoconference](#).

"I find that while age, experience, and personal taste determine an individual's answers to questions about art, discussion with others brings depth, new insights, and the pleasure of shared experiences."

Gladys S. Blizzard

ACADEMIC CONTENT STANDARDS

NATIONAL STANDARDS: VISUAL ARTS

Standard 1: Understands and applies media, techniques, and processes related to the visual arts.

Level II (Grades K-4)

- **Benchmark 1:** Knows the differences between art materials (e.g., paint, clay, wood, videotape,) techniques (e.g., overlapping, shading, varying size or color,) and processes (e.g., addition and subtraction in sculpture, casting and constructing in making jewelry).
- **Benchmark 2:** Knows how different materials, techniques, and processes cause different responses from the viewer.
- **Benchmark 3:** Knows how different media (e.g., oil, watercolor, stone, metal,) techniques, and processes are used to communicate ideas, experiences, and stories.
- **Benchmark 4:** Uses art materials and tools in a safe and responsible manner.

Level III (Grades 5-8)

- **Benchmark 1:** Understands what makes different art media, techniques, and processes effective (or ineffective) in communicating various ideas.
- **Benchmark 2:** Knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art.

Level II (Grades K-4)

- **Benchmark 1:** Knows the differences between visual characteristics (e.g., color, texture) and purposes (e.g., to convey ideas).
- **Benchmark 2:** Understands how different composition, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.
- **Benchmark 3:** Uses visual structures and functions of art to communicate ideas.

Level III (Grades 5-8)

- **Benchmark 1:** Knows some of the effects of various visual structures (e.g., design elements such as color and shape; principles such as repetition, rhythm, balance) and functions of art.
- **Benchmark 2:** Understands what makes various organizational structures effective (or ineffective) in communication of ideas.
- **Benchmark 3:** Knows how the qualities of structures and functions of art are used to improve communication of one's ideas.

Standard 3: Knows a range of subject matter, symbols, and potential ideas in the visual arts.

Level II (Grades K-4)

- **Benchmark 1:** Selects prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art.
- **Benchmark 2:** Knows how subject matter, symbols, and ideas are used to communicate meaning.

Level III (Grades 5-8)

- **Benchmark 1:** Knows how visual, spatial, and temporal concepts integrate with content to communicate intended meaning in one's artworks.
- **Benchmark 2:** Knows different subjects, themes, and symbols (through context, value, and aesthetics) that convey intended meaning in artworks.

Standard 4: Understands the visual arts in relation to history and cultures.

Level II (Grades K-4)

- **Benchmark 1:** Knows that the visual arts have both a history and a specific relationship to various cultures.
- **Benchmark 2:** Identifies specific works of art belonging to particular cultures, times, and places.
- **Benchmark 3:** Knows how history, culture, and the visual arts can influence each other.

Level III (Grades 5-8)

- **Benchmark 1:** Understands similarities and differences between the characteristics of artworks from various eras and cultures (e.g. materials; visual, spatial, and temporal structures).
- **Benchmark 2:** Understands the historical and cultural contexts of a variety of art objects.
- **Benchmark 3:** Understands how factors of time and place (e.g. climate, resources, ideas, technology) influence visual, spatial, or temporal characteristics that give meaning or function to art.

Standard 5: Understands the characteristics and merits of one's own artwork and the artwork of others.

Level II (Grades K-4)

- **Benchmark 1:** Knows various purposes for creating works of visual art.
- **Benchmark 2:** Knows how people's experiences (e.g., cultural background, human needs) can influence the development of specific artworks.
- **Benchmark 3:** Understands that specific artworks can elicit different responses.

Level III (Grades 5-8)

- **Benchmark 1:** Distinguishes among multiple purposes for creating works of art.
- **Benchmark 2:** Understands possible contemporary and historic meanings in specific artworks.
- **Benchmark 3:** Understands how one's own artworks, as well as artworks from various eras and cultures, may elicit a variety of responses.

OHIO STANDARDS: VISUAL ARTS

Creative Expression and Communication: Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms.

Grades K-4

- **Benchmark A:** Demonstrates knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.
- **Benchmark B:** Uses the elements and principles of art as a means to express ideas, emotions, and experiences.
- **Benchmark C:** Develops and selects a range of subject matter and ideas to communicate meaning in two- and three-dimensional works of art.

Grades 5-8

- **Benchmark A:** Applies knowledge of materials, tools, media, techniques, and processes to communicate subject matter, themes, or ideas in a variety of visual forms.
- **Benchmark B:** Creates two- and three-dimensional original artwork that demonstrates personal visual expression and communication.
- **Benchmark C:** Achieves artistic purpose and communicates intent by selection and use of appropriate media.

Historical, Cultural, and Social Contexts: Students understand the impact of visual art on the history, culture, and society from which it emanates. They understand the cultural, social, and political forces that, in turn, shape visual art communication and expression. Students identify the significant contributions of visual artists to cultural heritage. They analyze the historical, cultural, social, and political contexts that influence the function and role of visual art in the lives of people.

Grades K-4

- **Benchmark A:** Recognizes and describes visual art forms and artworks from various times and places.
- **Benchmark B:** Identifies art forms, visual ideas, and artistic styles, and describes how they are influenced by time and culture.

Grades 5-8

- **Benchmark B:** Creates a work of art that incorporates the style or characteristics of artwork from a culture other than their own.

Connections, Relationships, and Applications: Students connect and apply their learning of visual art to the study of other art areas and disciplines outside the arts. They understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in visual art.

Grades K-4

- **Benchmark B:** Uses the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

Grades 5-8

- **Benchmark C:** Uses key concepts, issues, and themes to connect visual art to various content areas.

Analyzing and Responding: Students identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships, and interpret meanings in works of art. Students make judgment about the quality of works of art using the appropriate criteria.

Grades K-4

- **Benchmark A:** Identifies and describes the visual features and characteristics in works of art.
- **Benchmark B:** Applies comprehension strategies to respond to a range of visual artworks.

Grades 5-8

- **Benchmark A:** Applies the strategies of art criticism to describe, analyze, and interpret selected works of art.

“How important are the visual arts in our society? I feel strongly that the visual arts are of vast and incalculable importance. Of course I could be prejudiced. I am a visual art.”

Kermit the Frog, muppet